



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1501 North Center Avenue, Casa Grande, AZ 85222

Casa Grande Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Performing
2004-05 Performing Plus
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Ms. Celie Downey-Foye
Schedule : 07:00 AM to 04:00 PM
Grades : K-5
Web Address :
Phone Number : (520) 836-7661
Fax Number : (520) 836-1581
E-mail : celie.foye@cgelem.k12.az.us

Mission

Success For Every One - The responsibility is yours and mine.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü By 2009, 75% of all students will achieve at or above the 50th percentile on the Stanford 9 Achievement Test in Writing. By 2009, 90% of all students will meet or exceed standards on the AIMS in Writing.
- ü The existing achievement gap between identified groups of students will be reduced by 20% per year, so that by 2009, 75% of students in all identified groups will score at or above the 50th percentile on the Writing Stanford 9 Achievement Test.

Enrollment

October 1, 2005 School Year Student Enrollment : 584
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 130

Instructional Programs

- Ü On-site Special Education
- Ü Full-day Kindergarten
- Ü Autistic Classroom
- Ü Curriculum Enrichment
- Ü Before and After School Reading and Math

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 15 minutes
First Day of School :	8/11/2005
Last Day of School :	6/1/2006

Shared Responsibilities

School

We maintain parent involvement/communication through monthly school and classroom newsletters, the newspaper, & family nights. We hold Meet the Teacher Night, Open House & Parent/Teacher Conferences each year. Letters were sent home asking parents how they can volunteer at school/home. We are designating lead volunteers in each classroom to organize the other volunteers in the room and help teachers more efficiently. We will have a lead school volunteer to coordinate school wide activities.

Parents

Parents are expected to ensure their children are at school each day and that they are ready to learn. We also ask that parents bring their children on time and leave them at school the entire day. Parents are also asked to attend school functions, work with the school in maintaining proper discipline, and ensure that homework is completed.

Transportation Policy

Saguaro is a neighborhood school. Most Saguaro students live within a one-mile radius of the school. They ride their bikes, scooters or walk to school. Kindergarten, day care, Boys and Girls Club, the City Afterschool Program, as well as those living outside the one-mile radius, are bused. Many students are also dropped off and picked up each day.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Casa Grande Food Bank Award	2005
Ü Casa Grande Food Bank Award	2004
Ü Casa Grande Food Bank Award	2003
Ü March of Dimes Walk America Award	2002

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	105	739	80010	100	100	99	441	438	447	9	11	10	27	24	18	50	53	53	14	12	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	372	38935	100	100	99	434	437	447	12	10	9	27	24	19	53	57	55	8	9	17
Male	54	367	40974	100	100	98	448	439	448	6	12	11	26	23	18	48	50	52	20	15	19
African American	NC	31	4201	NC	100	99	NC	440	430	NC	3	17	NC	32	23	NC	55	51	NC	10	9
Hispanic	56	382	34545	100	100	99	431	431	432	11	14	14	32	24	24	50	55	53	7	8	9
Asian/Pacific Islander	--	NC	2068	--	NC	99	--	NC	474	--	NC	4	--	NC	10	--	NC	50	--	NC	36
American Indian/Alaskan Native	10	47	3979	100	100	96	NA	415	424	NA	15	17	NA	43	30	NA	43	47	NA	NA	6
White	33	274	35142	100	100	99	467	452	465	3	7	5	9	19	11	58	54	56	30	20	28
Students with Disabilities	13	81	10161	100	100	93	392	412	419	46	33	28	46	27	28	NA	32	36	8	7	8
Students without Disabilities	92	658	69849	100	100	100	447	441	451	3	8	7	24	23	17	58	56	56	15	12	19
Limited English Proficient Students	19	100	14013	100	97	97	411	409	413	16	23	24	47	36	34	37	40	39	NA	1	3
Migrant Students	NC	18	603	NC	95	96	NC	443	417	NC	11	22	NC	22	32	NC	44	42	NC	22	4
Economically Disadvantaged	81	490	39029	100	99	98	431	430	432	10	14	14	31	26	25	54	52	52	5	8	9
Non-Economically Disadvantaged	24	249	40981	100	100	100	477	454	462	4	4	6	13	20	13	38	55	54	46	20	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	105	741	79438	100	100	98	445	446	451	11	11	9	26	27	24	55	54	56	8	9	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	373	38775	100	100	99	446	450	457	10	8	7	24	27	22	57	54	58	10	11	13
Male	54	368	40560	100	100	97	444	442	446	13	13	12	28	27	25	54	54	54	6	6	9
African American	NC	31	4178	NC	100	98	NC	456	439	NC	3	13	NC	42	29	NC	39	52	NC	16	6
Hispanic	56	383	34297	100	100	98	436	437	434	14	14	14	23	28	31	59	54	50	4	4	5
Asian/Pacific Islander	--	NC	2063	--	NC	99	--	NC	475	--	NC	3	--	NC	15	--	NC	63	--	NC	20
American Indian/Alaskan Native	10	47	3940	100	100	95	NA	426	429	NA	17	14	NA	36	36	NA	45	47	NA	2	3
White	33	275	34887	100	100	98	467	461	471	3	6	4	21	22	15	61	57	63	15	15	18
Students with Disabilities	13	81	9588	100	100	88	394	411	416	38	38	30	46	31	32	15	27	34	NA	4	5
Students without Disabilities	92	660	69850	100	100	100	451	450	456	8	7	7	23	27	23	61	57	59	9	9	12
Limited English Proficient Students	19	100	13856	100	97	96	411	410	407	21	24	27	37	42	43	42	34	29	NA	NA	1
Migrant Students	NC	18	600	NC	95	96	NC	432	418	NC	17	22	NC	28	38	NC	56	39	NC	NA	2
Economically Disadvantaged	81	490	38685	100	99	97	434	437	435	14	13	14	31	32	32	51	48	50	5	7	5
Non-Economically Disadvantaged	24	251	40753	100	100	99	483	465	467	4	6	5	8	17	16	71	65	62	17	13	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	105	739	79971	100	100	99	417	415	423	7	7	8	49	49	41	42	42	49	3	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	373	38974	100	100	99	422	426	437	10	6	5	29	40	33	59	51	57	2	2	4
Male	54	366	40895	100	99	98	413	403	410	4	8	10	67	58	47	26	32	41	4	1	2
African American	NC	31	4203	NC	100	99	NC	426	411	NC	6	11	NC	32	45	NC	58	43	NC	3	2
Hispanic	56	382	34481	100	100	99	414	414	410	7	8	10	45	48	46	48	43	43	NA	1	1
Asian/Pacific Islander	--	NC	2067	--	NC	99	--	NC	449	--	NC	4	--	NC	28	--	NC	60	--	NC	8
American Indian/Alaskan Native	10	47	3995	100	100	96	NA	406	409	NA	13	10	NA	47	47	NA	40	42	NA	NA	1
White	33	274	35150	100	100	99	422	417	437	3	6	5	61	53	35	30	39	56	6	3	5
Students with Disabilities	13	79	10258	100	99	94	332	368	377	38	24	23	46	57	51	15	19	25	NA	NA	1
Students without Disabilities	92	660	69713	100	100	100	427	420	429	2	5	5	49	48	39	46	45	52	3	2	3
Limited English Proficient Students	19	100	13985	100	97	97	388	384	382	11	14	18	58	59	54	32	27	27	NA	NA	0
Migrant Students	NC	18	608	NC	95	97	NC	405	389	NC	11	16	NC	39	50	NC	44	33	NC	6	0
Economically Disadvantaged	81	489	38994	100	99	98	408	409	409	7	9	10	53	51	47	38	40	41	1	1	1
Non-Economically Disadvantaged	24	250	40977	100	100	100	449	427	437	4	5	5	33	44	34	54	46	56	8	4	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	92	703	80147	100	100	99	470	480	482	12	11	11	14	16	17	62	52	49	12	21	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	367	39281	100	100	99	476	486	483	9	10	9	13	12	17	64	54	50	15	24	24
Male	45	336	40780	100	100	98	465	473	482	16	13	12	16	21	17	60	49	48	9	18	24
African American	NC	46	4249	NC	100	99	NC	471	464	NC	13	17	NC	24	22	NC	48	48	NC	15	13
Hispanic	57	381	33494	100	100	99	464	475	466	16	12	15	14	18	23	60	52	49	11	17	14
Asian/Pacific Islander	NC	NC	2103	NC	NC	99	NC	NC	515	NC	NC	4	NC	NC	8	NC	NC	44	NC	NC	45
American Indian/Alaskan Native	NC	40	4117	NC	100	96	NC	459	456	NC	25	19	NC	23	27	NC	35	46	NC	18	8
White	23	228	36122	100	100	99	488	493	501	4	7	5	9	11	10	65	54	50	22	29	35
Students with Disabilities	11	85	10295	100	100	92	420	437	443	64	48	33	9	13	26	9	29	33	18	9	8
Students without Disabilities	81	618	69852	100	100	100	477	485	488	5	6	7	15	17	16	69	55	51	11	22	26
Limited English Proficient Students	14	86	12722	100	100	97	454	446	441	21	26	27	21	23	33	50	47	37	7	5	3
Migrant Students	NC	20	622	NC	100	97	NC	460	454	NC	20	19	NC	25	30	NC	50	43	NC	5	8
Economically Disadvantaged	70	439	38371	100	100	97	462	471	465	16	14	15	19	19	23	56	49	49	10	17	13
Non-Economically Disadvantaged	22	264	41776	100	100	100	498	496	498	NA	6	6	NA	11	11	82	56	49	18	27	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	92	702	79686	100	100	98	460	463	470	14	11	11	27	29	24	51	52	57	8	7	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	367	39163	100	100	99	471	472	475	6	6	9	30	28	22	53	57	60	11	9	10
Male	45	335	40438	100	100	97	449	453	465	22	17	13	24	31	25	49	47	54	4	5	7
African American	NC	46	4228	NC	100	98	NC	462	458	NC	7	15	NC	39	28	NC	43	53	NC	11	4
Hispanic	57	381	33299	100	100	98	447	455	452	21	13	17	28	35	32	47	48	47	4	4	3
Asian/Pacific Islander	NC	NC	2097	NC	NC	99	NC	NC	490	NC	NC	5	NC	NC	13	NC	NC	68	NC	NC	14
American Indian/Alaskan Native	NC	40	4087	NC	100	96	NC	446	446	NC	25	16	NC	25	38	NC	48	44	NC	3	2
White	23	227	35914	100	100	98	494	478	489	NA	8	5	17	18	15	61	63	67	22	12	14
Students with Disabilities	11	84	9808	100	100	87	431	416	432	45	49	35	27	29	32	18	18	30	9	5	3
Students without Disabilities	81	618	69878	100	100	100	464	469	475	10	6	8	27	29	23	56	57	61	7	7	9
Limited English Proficient Students	14	86	12594	100	100	96	430	426	422	43	27	34	29	49	45	29	23	21	NA	1	0
Migrant Students	NC	20	611	NC	100	95	NC	438	439	NC	20	22	NC	50	39	NC	25	37	NC	5	2
Economically Disadvantaged	70	439	38095	100	100	97	449	455	452	19	13	17	31	36	32	46	47	48	4	5	3
Non-Economically Disadvantaged	22	263	41591	100	100	99	493	477	486	NA	9	6	14	19	16	68	62	65	18	11	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	92	703	80372	100	100	99	465	462	475	4	5	4	40	40	30	54	55	64	1	0	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	367	39452	100	100	99	479	478	488	2	2	3	28	30	22	70	67	72	NA	1	3
Male	45	336	40836	100	100	98	451	445	464	7	7	6	53	51	37	38	41	56	2	0	1
African American	NC	46	4264	NC	100	99	NC	460	465	NC	2	5	NC	48	35	NC	50	59	NC	NA	1
Hispanic	57	381	33608	100	100	99	454	459	462	5	5	6	51	43	36	44	51	57	NA	0	1
Asian/Pacific Islander	NC	NC	2098	NC	NC	99	NC	NC	500	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	NC	40	4128	NC	100	97	NC	441	464	NC	10	4	NC	55	39	NC	35	56	NC	NA	1
White	23	228	36213	100	100	99	494	471	489	NA	4	2	22	32	22	74	64	72	4	1	3
Students with Disabilities	11	85	10526	100	100	94	400	399	427	18	25	15	73	62	53	9	12	31	NA	1	1
Students without Disabilities	81	618	69846	100	100	100	474	470	482	2	2	3	36	37	26	60	61	69	1	0	2
Limited English Proficient Students	14	86	12747	100	100	97	420	428	432	14	13	12	64	60	52	21	27	36	NA	NA	0
Migrant Students	NC	20	621	NC	100	97	NC	434	452	NC	20	9	NC	45	40	NC	35	51	NC	NA	0
Economically Disadvantaged	70	439	38521	100	100	98	454	455	461	6	5	6	46	46	38	49	48	55	NA	NA	1
Non-Economically Disadvantaged	22	264	41851	100	100	100	500	475	489	NA	3	3	23	30	22	73	65	72	5	1	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	96	708	79306	100	100	99	491	507	504	14	12	13	24	18	20	54	50	49	8	20	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	343	38845	100	100	99	491	512	505	7	7	11	27	17	20	63	54	50	2	21	18
Male	55	365	40383	100	100	98	491	502	504	18	16	14	22	18	19	47	46	47	13	20	19
African American	10	42	4171	100	100	98	NA	496	485	NA	14	20	NA	17	26	NA	52	44	NA	17	10
Hispanic	42	376	32673	100	100	99	484	501	487	14	12	18	24	20	25	62	50	46	NA	18	10
Asian/Pacific Islander	--	NC	2147	--	NC	99	--	NC	539	--	NC	5	--	NC	10	--	NC	46	--	NC	40
American Indian/Alaskan Native	12	56	4034	100	98	97	494	490	479	17	20	22	17	27	29	58	43	43	8	11	7
White	32	229	36234	100	100	99	499	520	523	16	9	6	22	13	13	44	51	52	19	28	28
Students with Disabilities	16	92	10286	100	100	91	443	460	462	56	42	41	25	26	27	19	27	27	NA	4	5
Students without Disabilities	80	616	69020	100	100	100	500	513	510	5	7	9	24	17	18	61	53	52	10	23	21
Limited English Proficient Students	14	66	10291	100	100	96	467	464	458	21	32	38	29	33	34	50	30	26	NA	5	2
Migrant Students	NC	17	630	NC	100	95	NC	503	478	NC	12	24	NC	18	27	NC	59	43	NC	12	6
Economically Disadvantaged	67	469	37437	100	100	97	491	497	486	10	14	19	24	22	26	57	49	46	9	16	9
Non-Economically Disadvantaged	29	239	41869	100	100	100	492	527	521	21	6	7	24	11	14	48	53	51	7	30	27

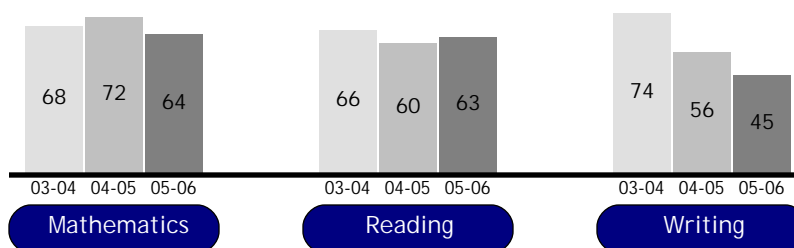
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	96	706	79000	100	100	98	475	482	489	13	10	10	30	27	24	56	57	58	1	6	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	342	38774	100	99	99	484	490	494	NA	4	7	39	25	22	59	64	61	2	7	10
Male	55	364	40150	100	100	98	468	475	485	22	16	12	24	29	25	55	50	55	NA	4	8
African American	10	42	4153	100	100	98	NA	482	476	NA	12	13	NA	26	30	NA	57	53	NA	5	4
Hispanic	42	375	32508	100	100	98	472	478	472	17	12	15	21	27	33	60	57	49	2	4	3
Asian/Pacific Islander	--	NC	2142	--	NC	99	--	NC	510	--	NC	4	--	NC	14	--	NC	67	--	NC	16
American Indian/Alaskan Native	12	56	4016	100	98	96	467	468	467	8	13	14	50	43	37	42	43	46	NA	2	2
White	32	228	36135	100	100	98	474	492	508	13	8	4	34	23	14	53	60	67	NA	9	15
Students with Disabilities	16	90	9991	100	100	88	423	437	449	44	42	33	56	40	36	NA	17	29	NA	1	2
Students without Disabilities	80	616	69009	100	100	100	484	488	495	6	6	6	25	25	22	68	63	62	1	6	10
Limited English Proficient Students	14	66	10199	100	100	95	451	444	439	29	36	35	36	41	47	36	23	18	NA	NA	0
Migrant Students	NC	17	629	NC	100	95	NC	467	457	NC	18	22	NC	24	41	NC	59	37	NC	NA	1
Economically Disadvantaged	67	468	37234	100	100	97	472	473	472	12	13	15	34	31	33	52	53	50	1	3	3
Non-Economically Disadvantaged	29	238	41766	100	100	99	481	501	505	14	5	5	21	19	16	66	65	65	NA	11	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	96	708	79611	100	100	99	469	482	496	15	8	7	52	46	37	33	45	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	343	39016	100	100	99	491	503	511	2	3	4	51	35	29	46	61	66	NA	1	1
Male	55	365	40519	100	100	98	452	462	482	24	13	10	53	56	44	24	31	46	NA	NA	0
African American	10	42	4188	100	100	98	NA	464	486	NA	14	9	NA	40	40	NA	45	50	NA	NA	0
Hispanic	42	376	32855	100	100	99	467	478	481	21	10	10	45	49	43	33	41	47	NA	0	0
Asian/Pacific Islander	--	NC	2149	--	NC	100	--	NC	519	--	NC	4	--	NC	24	--	NC	70	--	NC	2
American Indian/Alaskan Native	12	56	3992	100	98	96	476	465	478	8	7	10	50	64	46	42	29	44	NA	NA	0
White	32	229	36380	100	100	99	471	496	511	9	5	4	56	38	30	34	57	65	NA	0	1
Students with Disabilities	16	92	10664	100	100	94	411	400	440	44	36	23	38	53	54	19	10	22	NA	1	1
Students without Disabilities	80	616	68947	100	100	100	479	493	504	9	4	4	55	45	34	36	51	61	NA	0	1
Limited English Proficient Students	14	66	10362	100	100	97	438	435	438	36	24	22	50	64	57	14	12	21	NA	NA	NA
Migrant Students	NC	17	636	NC	100	96	NC	463	467	NC	12	14	NC	59	47	NC	29	38	NC	NA	0
Economically Disadvantaged	67	469	37626	100	100	98	465	469	479	16	11	10	54	53	45	30	36	45	NA	0	0
Non-Economically Disadvantaged	29	239	41985	100	100	100	477	507	511	10	3	4	48	33	30	41	64	65	NA	0	1

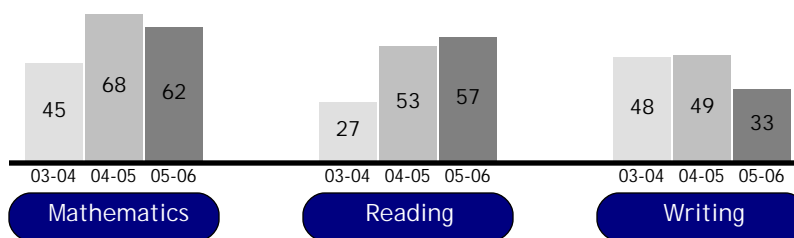
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	95	49	NA	58	100	42	45	47	100	52	44	46
	Language	100	32	34	50	100	40	46	47	100	44	44	48
	Mathematics	100	62	67	64	100	41	49	50	100	48	43	52
3	Reading	97	33	NA	55	100	42	39	44	99	41	43	46
	Language	97	44	44	61	100	43	41	44	99	39	41	46
	Mathematics	97	56	54	61	100	50	47	51	99	44	43	52
4	Reading	96	31	NA	56	99	40	44	48	100	43	48	52
	Language	100	33	38	52	99	43	44	49	100	41	44	52
	Mathematics	100	56	58	61	99	53	53	53	100	48	54	58
5	Reading	99	30	NA	55	99	40	44	50	99	43	50	56
	Language	100	24	36	49	99	38	44	50	99	37	46	54
	Mathematics	100	40	56	63	99	44	48	49	99	43	50	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Saguaro Elementary School

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Student Discipline/Attendance
- Ü School/Business/Community Relations
- Ü District Mission/Goals
- Ü Curriculum Development
- Ü School Safety Issues
- Ü Budget

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	37.00
Other Professional Staff	2.00	Teacher Aide	12.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	0	0	0
4 to 6 years	5	3	0	0
7 to 9 years	3	2	0	0
10 or more years	13	5	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	24
Teachers with Emergency Certification.	3
Percent of teachers in the school with Emergency/Provisional Certification	8%
Percent of core classes not taught by Highly Qualified Teachers	4%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Media Center
- Ü Gym
- Ü Music/Band Room

Extracurricular Activities

- Ü Before School Tutoring
- Ü Student Council
- Ü Spelling Bee/Poetry Contest
- Ü Science Fair/Math Fair
- Ü After School Tutoring
- Ü Homework Club

Social Services

- Ü Counseling/Crisis Intervention
- Ü Breakfast Program
- Ü Lunch Program
- Ü Parent Room/Parent Classes

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Results from the yearly parent survey indicated that 97% of those who responded gave Saguaro an A or B rating. 100% of the parents responded.
- ü On the DIBELS assessment in Kindergarten, 87% of the students benchmarked in PSF, 88% in NWF, and 82% in LNF. In 1st grade, 96% of students benchmarked in PSF, 85% in NWF, and 56% in ORF. In 2nd grade, 61% and 45% in 3rd grade benchmarked in ORF.
- ü Student achievement in Reading, as measured by the AIMS, increased by 8% in 4th grade, 4% in 5th grade and 1% in third grade. In Math, our 4th graders increased by 3% by meeting or exceeding the standards during the 2005-2006 school year.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	93	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Saguaro uses the Personal Accountability and Life Skills (PALS) program. It has proven to be effective for 13 consecutive years. It is a place, on campus, where consistently disruptive students can be sent to complete their work. It is also used for recurring undesired behavior where other interventions fail and is an alternative to off campus suspension.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

3

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Celie Downey-Foye	(520) 836-7661
Transportation Policy	Paul Potts	(520) 836-5231
Community Resources	Martha Aguirre	(520) 836-2111
School Nutrition Programs	Germaine Wiley	(520) 876-3632
Parent Organization	Linda Scott	(520) 836-7661
Student Health/Nurse	Debby Limon	(520) 836-7661

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.